UNIT-1

Gender :--

① Gender refers to the Cultural, socially-constructed differences between the two sexes.

(II) It refers to the way a society encourages and teaches the two sexes to behave in different ways through socialization.

(III) Gender explain the differences between men and women in social terms as men, and as what a man can do; as woman and what a woman can do or can not do.

(IV) Regarding gender, Simone de Beauvoir Said: "One is not born a woman, one becomes one".

(V) "Gender" refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women.

(VI) "Gender" is the term widely used to refer to those ways in which a culture reformulates what begins as a fact of nature.

Scope Of Gender

① Gender is related to many disciplines, i.e.

→ Literary Theory
→ Drama Studies
→ Film Theory
→ Performance Theory
→ Contemporary art history
→ Anthropology
→ Sociology
→ Psychology.

(II) Gender can also be broken into 3 categories.

→ Gender identity → Gender Expression → Biological Sex.

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① Gender as a Social Construct :-

→ Gender is constructed through socialization process.

→ An individual acquired the gendered body - feminine or. masculine

→ Understanding the gender role in relation to society leads to a reflection on the existing power relations between men & women.

② Gender Stereotypes :-

→ Gender stereotypes are simplistic generalizations about the gender attributes, differences and roles of individuals and/or groups.

→ Stereotypes can be positive or negative.

→ The commonest female stereotypical role that is prevalent is of the homemaker.

→ The commonest male stereotypical role that is prevalent is the bread earner. (Provider)

→ Some times these stereotypical view point is quite disturbing and can damage someone's personal & professional life.

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Gender Roles & Relations

→ Gender roles can be defined as the social roles that a person is expected to fulfill based upon his or her gender.

→ These vary among different societies ~~and~~ cultural and historical contexts.

→ Gender relations are defines rights, identities and responsibility of men and women in relation to one another.

→ In the society & cultural environment, men and women in relation to respond different situations and conditions differently.

→ The socio-cultural norms of a society are instrumental in demarcating the gender roles & relations.

Differences Between Sex And Gender

Sex →

① In a very broad way, "Sex" refers to the biological and physiological differences between male & female sex.

(I) The term sex is a physical differentiation between the biological male and the female.

(II) When an infant is born into one sex, the/ she labeled "boy" or "girl". (Depending on there sex organ)

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Gender Discrimination

Meaning →

Gender discrimination refers to the practice of granting or denying rights or privileges to a person based on their gender.

→ This is an old social problem of our country.
→ There is a prejudice against women and they are deprived.
→ They can not be prevelaged.
→ They considered as the weaker section and this is a big disadvantage.
→ Since the beginning of human civilization. (Harappa Civilization & Rig Vedic civilization) women were enjoys their freedom and equality irrespective of gender.

→ But with the course of time, social evils captured the mind of the people and women lost their freedom & position.
→ Discrimination in it extreme form was seen in the form of Sati - Pratha where the wife was suppsed to burn herself after the death of his husband.
→ Widows were boycotted and their presence was considered inauspicious (अशुभ)।
→ Reformers like Swami Vivekanand, Raja Ram mohan Roy brought a lot of change in society.

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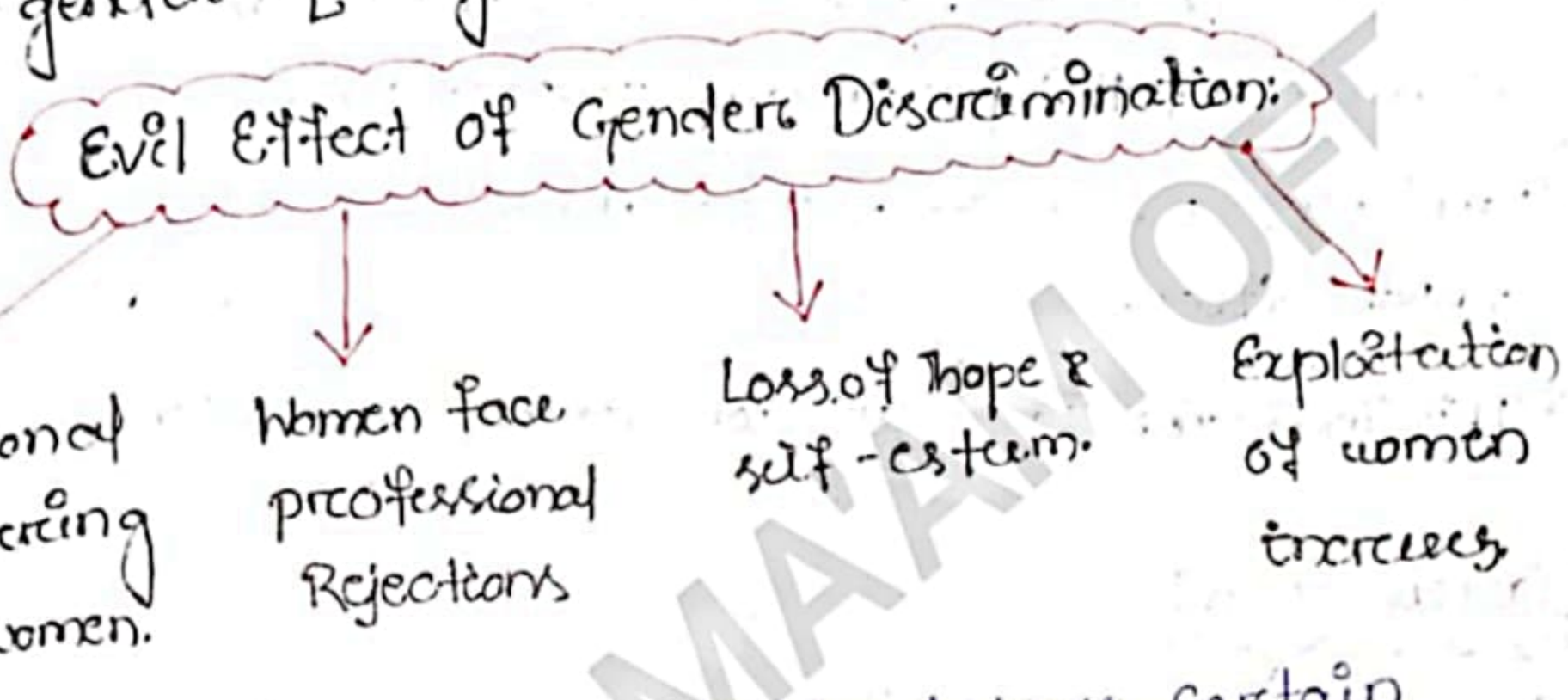
→ As time went by, women started reaching up to almost all walks of life and started filling up male dominated jobs like the army and other defence services.

→ We are seeing female athletes and Boxers perform for our country and represent India in world level.

→ Many rural parts have still not opened up the idea of gender equality.


Evil Effect of Gender Discrimination:
Emotional suffering of women.
Women face professional Rejections
Loss of hope & self-esteem.
Exploitation of women increases

Gender Discrimination: Federal laws certain federal laws have attempted to level the playing field, including the following:

Civil Rights Act of 1964: Title VII - Prohibits discrimination in employment on the basis of gender.

① Equal Credit Opportunity Act - Prohibits discrimination against credit applicants on the basis of gender.

② Faire Housing Act - Prohibits discrimination in the sale rental, or financing of housing based on gender.

③ Equal Pay Act :- Equal pay for equal work, regardless of gender.

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(4) Family & Medical Leave Act

(5) Pregnancy Descrimination Act

The Characteristics OF Partriarchal System and its Impact on Womens Status

Partriarchal :-

→ The society or system controlled by men.
→ The society /Family/ system in which the men have all or most of the power and importance.
→ Patriachy is a often used term in everyday conversation.
→ This indicates the male dominance against women.

Patriachy is :-

→ The rule of fathers in a sense, rule of men.
→ Existing at ideological and material levels.
→ An ideology of women's subordination (পুরুষতন্ত্র)
→ Marital benifits of men.
→ Establishing male dominance in personal relationship, family, society & culture.

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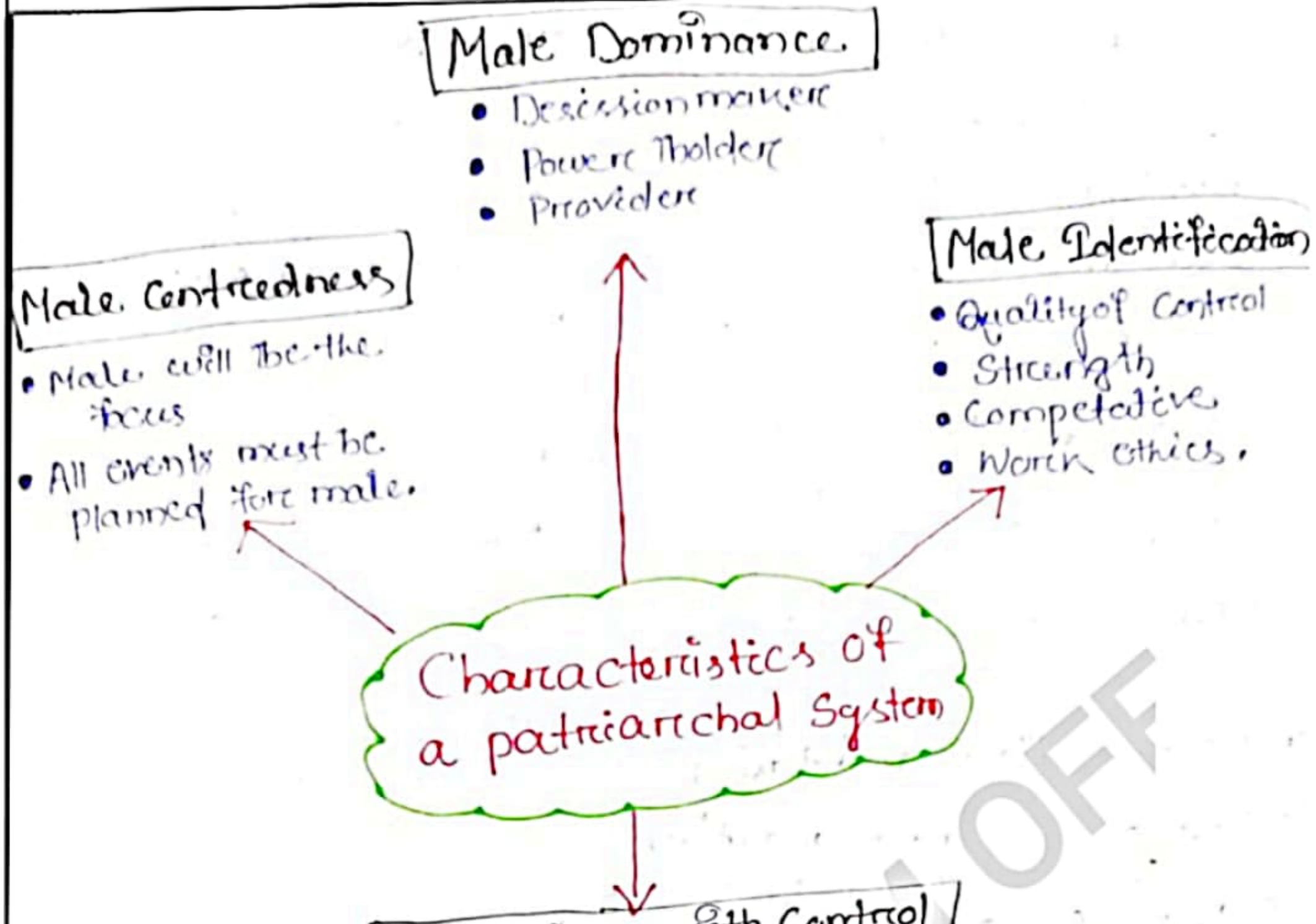

The Need And Importance Of Women's Education :-

→ Women education is very important for the proper social and economic growth of the country.

→ Women constitute 48% of total population.

- In Urban area the women Literacy is 79.11% where as male - 88.76%

→ In rural area the women literacy is 57.93% against male 77.15%.

→ Educated women are capable of being bringing socio-economic changes.

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→ Primary Education for boys & girls is a fundemental right.

→ Realizing the importance of women education, the government and many non-government organization have initiatives.

Need Of Women Education :-

We should litrate a woman for following reasons →

(I) Reduce infant mortality.
(II) Reduce maternal mortality
(III) Improve Socio-economic growth.
(IV) Reduce child marriage.
(V) Decrease malnutrition.
(VI) Reduce domestic & sexual violence.

Importance Of Women Education

(I) Economic Development and prosperity
(II) Economic empowerment.
(III) Improved life style.
(IV) Improved health.
(V) Dignity & honour
(VI) Choising the profession
(VII) Justice.-

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Benifits of Women Education :-

→ Women who are educated are able to change their future.

→ They earn and contribute to family expenditure.

→ Educated women are more conscious about puberety, pregnancy, maternity care, etc.

→ Educated women have great confidence and they can take right decision.

→ They help in nation building.

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UNIT-2

FACTORS AFFECTING GENDER DISCRIMINATION

Inequality in Ratio

→ As per the provisional data of Census 2011 recently, while the overall sex ratio had gone up by 7 points to touch 940, against 933 in Census 2011.

→ The child sex ratio plummeted (गिरना) 914 from 927. (2001)

* **Sex Ratio** → Sex ratio is the no. of women against 1000 men.
  → Child sex ratio is the no. of girls against 1000 boys.

* **Gender Inequality** → Gender inequality is defined as the discrimination against women based on their sex.
  → Women are considered as the weaker section of the society.
  → They are exploited, degraded & discriminated.

→ The root cause of gender inequality in India lies in its patriarchy system.

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Female Infanticide :- (स्त्री भ्रूणहत्या) :

Female Infanticide is a deliberate and intentional act of killing a female child within one years of its birth either directly by using poisonous organic & inorganic chemicals or indirectly by using deliberate neglect to feed the infant.

→ On the other hand Female Feticide (foeticide) is the killing of foetus in the mother womb. It is also known as sex selection abortion.

→ Infanticide is the homicide (हत्या) of an infant.

→ There are so many reasons of female infanticide in India. few are mentioned below.

(1) Proverty.
(2) Dowry System.
(3) Birth to Unmarried Women.
(4) Deformed infants.
(5) Maternal illnesses
(6) Famine
(7) Post partum illness/depression
(8) Obsession for Son
(9) Lack of Education
(10) Future Speculation

→ Infanticide is nowadays a criminal offence in India.

→ The practice of killing the girl child is a cruel & abominable act must be stopped.

→ Awareness should be spreaded via TV, adds, movies, news paper other medium and this will favour the society.

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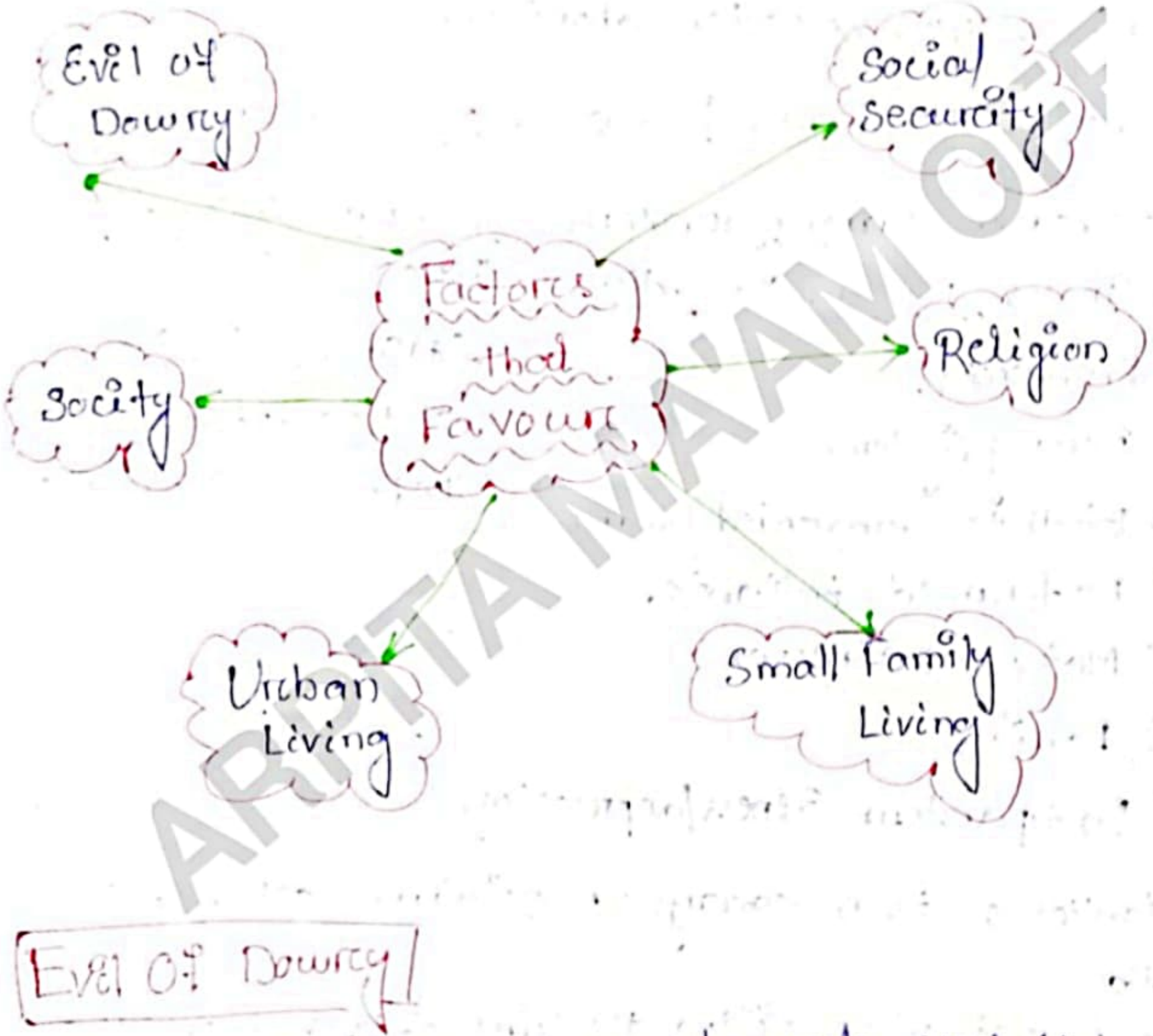
Female Foeticide :-

→ Female foeticide is defined as aborting or killing female foetus after sex determination test.

→ Ultra-sonography and Foetoscopy helps determine abnormalities in the foetus.

→ But this misused to find out sex of the foetus and abortion is done, if it is a girl.



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Evil Of Dowry

→ In marriage the groom demands that the bride's father provide for his daughter's maintance.

→ Which is a financial burden. So many parents does not want girl child.

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Social Security

→ In Our Society the Boy / male child considered as the deserving candidate of Father's property

→ They run the "Kula" (ಕುಲ) → (gene)

→ They are the social security provider for old age.

Religion

→ Our religion does not discriminate women but social-cultural constructed rules are not favour

→ The society is complete male centered. First (Father) → 2nd (Husband) → 3rd (Son).

Small Family Norm

→ One or two child is now the norm of the Society.

→ To protect the rule the accidental or unplanned pregnacy is getting terminated.

Urban Living

→ With the course of time township developed. Our society is highly influenced by western culture

→ The complete urban living leading a busy life of people. They don't have time for family.

→ In that case unplanned or unwanted pregnancy is easily avoided.

Society

→ The society has gone corrupt.

→ Females are degraded.

→ Women discrimination is becoming worst.

→ Marriages became Business.

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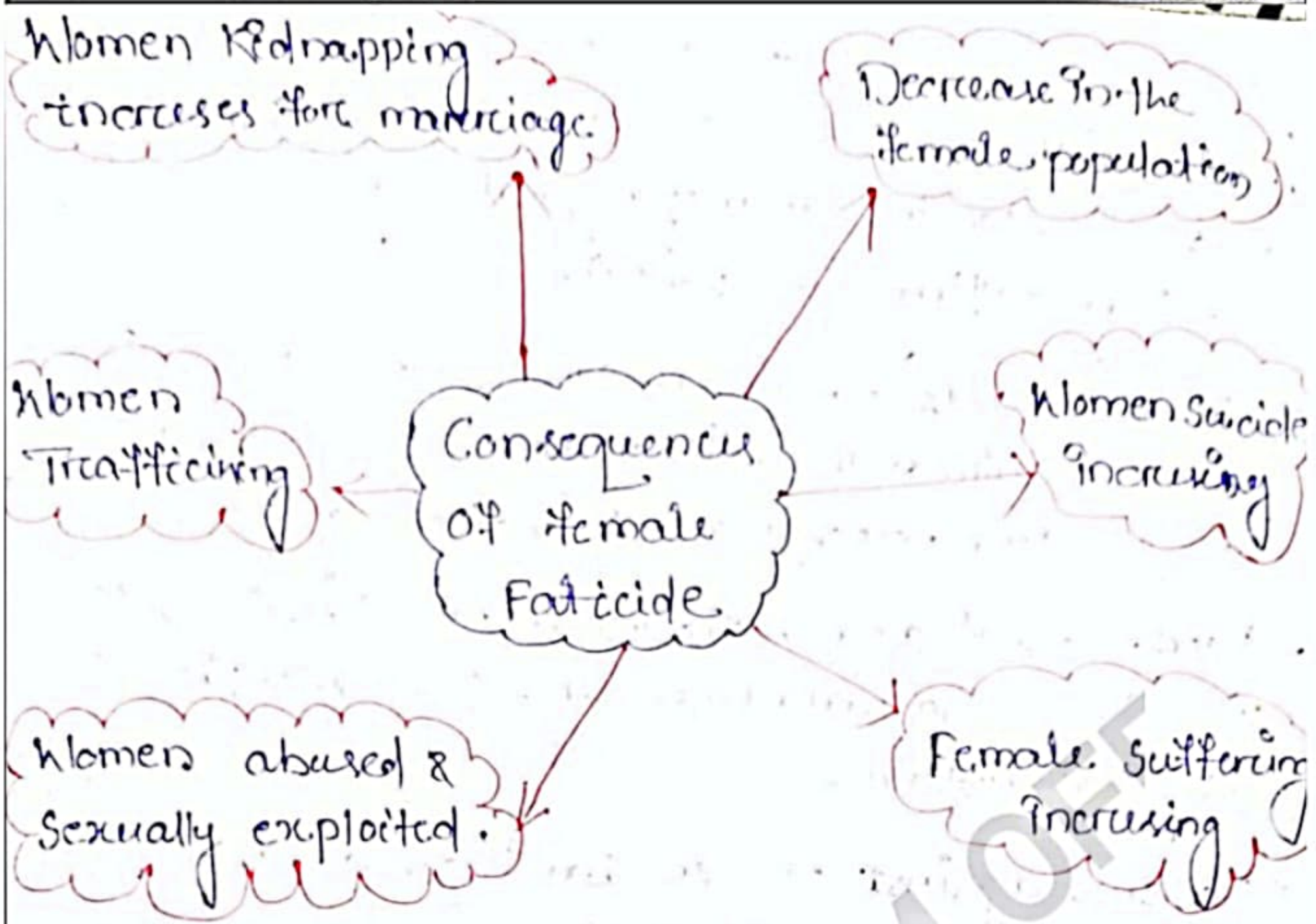

Preventive Steps

① Ensuring strict Implication of laws.

② The advocacy of a scientific, rational, humanist approach.

③ Women empowerment.

④ Strong ethical code of conduct.

(5) No discrimination

(6) Social awarness.

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[VIOLENCE]

[Definition]:- Violence is described as horrendous deeds of attacking, destroying, sabotaging, assaulting molesting, killing and so forth.

→ Violence exists whenever one group controls's own interest the life chances, environment, action and perception of another group.

→ Rape, sexual abuse, enforced prostitution, Sati practice, child marriage are the examples of physical violence.

→ Violence against women has become a prominent topic to discussion in India.

→ **Adowry deaths** is a murder or suicide of a married woman caused by a dispute over her dowry. Sometimes in-laws torture the bride for more dowry.

- The majority of these suicides are done through hanging, poisoning & self-harming.
- Dowry is illigal in India but it is still very common practice.

→ **An Honour Killing** is a murder of a family member who has been considered to have brought dishonour and shame upon the family.

- Honour killing are rooted to tradition and can not be justified by any major world religion.
- Honour killing include the refusal to enter an arranged marriage, committing adultry, chasing

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a partcipant that the family disapproves of and becoming a victim of rape.

→ **Murder of Women**

- Poor Women
- Widows
- Women from lower caste

→ **Infanticide and Foeticide**

- Killing of infants within 1 yr of Birth.
- Killing female foetus inside the womb.

Marital Rape
Forced sex with wife.

Battering Rape
Sale/sharing of wife for sex.

Rape

- Criminal law Act 2013 defines rape as penile and non-penile penetration in body orifice of a woman by a man, without the consent of the woman.

Compulsive Rape (or) Obsessive Rape
Torturing the women during sex.

Gang Rape
The rape of a girl/woman by two or more men.

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Human Trafficking & Forced Prostitution

→ Human and girls have been kidnapped, sold for money.

→ The young girls are forced to prostitution, and exploited for years.

→ They are deprived from education and alowt allow to be socially connected with people.

Acid Attack (72% women are suffering)

→ Acid attacks are usually directed at a victim's face which burns the skin or dissolves the muscles and bones.

→ Sulfuric Acid, Nitric acid or Hydrochloric acids are commonly used.

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FACTORS AFFECTING GENDER DISCRIMINATION

(1) Religious Factor
(2) Physical Factor
(3) Sociological Factor
(4) Economic Factor
(5) Political Factor
(6) Legal Factor
(7) Employment Factor
(8) Psycho logical Factor.

Religious Factor

Every religion promotes somewhat different norms creates different institution and Thinks on different cultural and historical foundation.

→ Christianity traditionally has given men the position of authority in marriage, society & government.

→ Quran states in 4:34, "Men are the protectors and maintainers of women. The superiority of men is interpreted in terms of strength by context - men maintain women.

→ Ramayan and Mahabharat made positive reference on women while Manu-Smruti made few restriction. Hindu women has traditionally been regarded as someone who must at all cost remain chaste and pure.
(হিন্দু ও বাঙালি)

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PHYSICAL FACTOR

(i) Man and women are actually different in physical aspect.

(ii) Men's Tight and strength which is an advantage.

(iii) Men's Tbody, grip and stamina is helping them to work more efficiently in agricultural and industrial sector.

Sociological Factor

(i) Social customs, beliefs and practices are more to minimize the female freedom than men.

(ii) Traditional joint family system defines the domestic role of women as a care taker & Thome maker.

(iii) Male centeredness in society disfavours towards female..

ECONOMIC FACTORS

(i) Due to lack of education, opportunity and awareness women spend a large time period of their life in domestic Thome unpaid services.

(ii) So they are not financially capable to deal with problems and old age security.

(iii) They depend up Thusban,/son for the financial support.

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POLITICAL FACTOR

i) As we used to live in a male dominated society we have been belived that female are the weaker section.

ii) No one can belief in a female Political leaders to run the political system. That choice & thought reflect in our polilical parties which having more male leaders.

iii) To give equality, the female reservation for parliament has increased from 33 % to 50% in M.P, Uttarakhand, Bihar and Himachal Pradesh.

LEGAL FACTOR

i) Equal treatment of women and men under the law is necessary.

ii) In 155 countries women still face Legal descrimination. It has been fount out that in 18 countries the law gives husbands the right to prohibit his wife from working outside.

iii) There are so many laws came into force to protect the legal right of the women.

EMPLOYMENT FACTOR

i) It is traditionally belived that women are weaker than men. So they have less access to job opperlunity.

ii) In India 3:1 men & women ration in job field.

iii) In Pakistan 98% of men are working in banking, industrial units as leading position.

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(iii) It is believed that women are least efficient than men and they should work in household.

Psychological Factor

(i) Men are better at motor skill while female are fine art & literature and music.

(ii) Men and women are discriminated on their gender role are set in the society.

(iv) Men and women are compared on the basis of skill, reasoning and physical strength.

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SOCIALISATION PROCESS AND IT'S IMPACT ON DECISION MAKING WOMEN/GIRLS EDUCATION

According to Horton and Hunt, Socialization is the process whereby one internalises the norms of his groups, so that a distinct "self emerges" unique to this individual.

→ Socialization is the process by which human infant begin to acquire the skills necessary to perform as functioning member of their society.

→ Socialization is the process, by which the individual become a social person and attains his personality

Importance Of Socialization:-

(1) Socialization converts man, the biological being into man - the social being.

(2) Socialization contributes to the development of Personali

(3) Helps to become disciplined.

(4) Helps to enact different Roles.

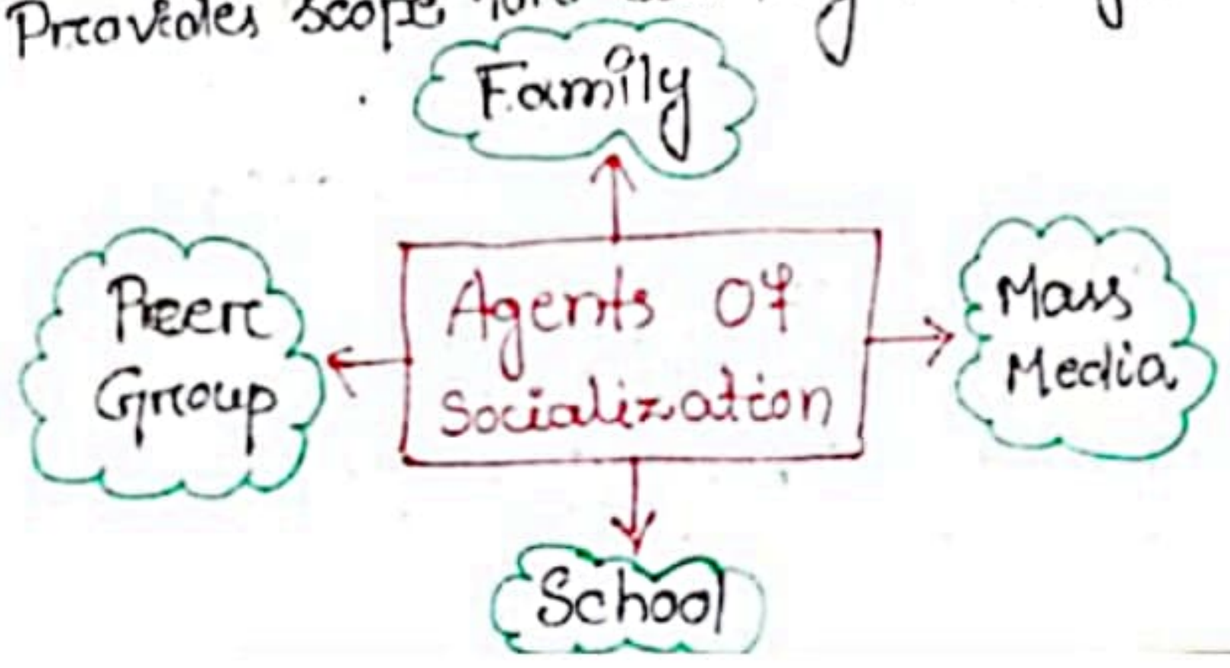
(5) Provides the knowledge of Skills.

(6) Helps to develop right aspiration in life.

(7) Contributes to the stability of the Social Order.

(8) Helps to reduce social distance.

(9) Provides scope for building the bright future.



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Impact On Decision Women/Girls Education as a Result of Socialization proces.

→ It helps the women to internalize the norms of the group, teaches a wide rage of knowledge, skills that are essential to lead a successful life.

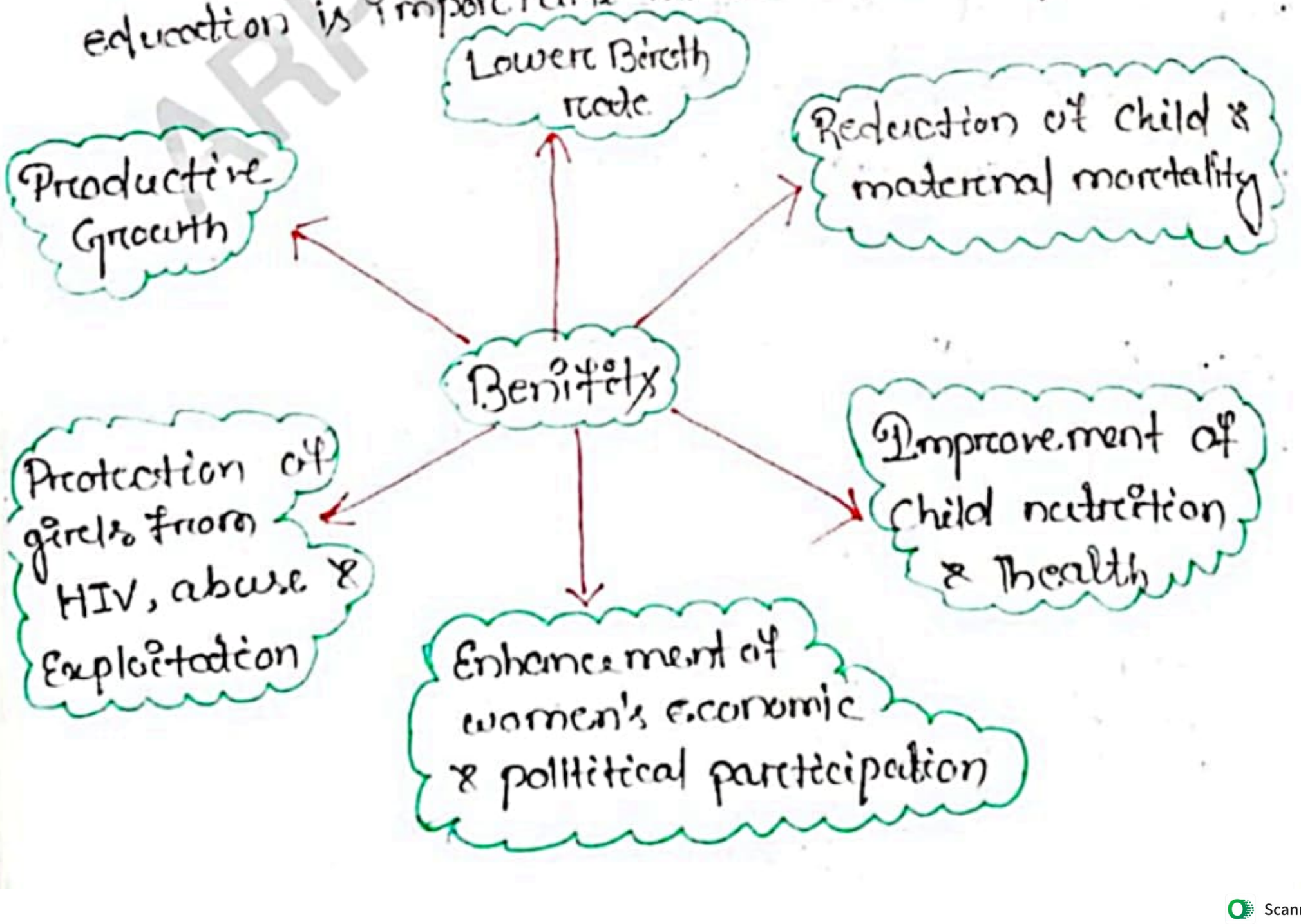
→ Socialization and education are closely related to each other.

→ Women constitute almost 48% of the country's population. If this denied for education - a nation remains underdeveloped.

→ Empowered women contribute to the development of the society & country.

→ When women are provided with equal rights & equal access to education, they can participate in business & economic activity.

→ Women can participate in changing the model of the society that is why ~~women~~ women education is important in socialization proces.


Lower Birth rate
Productive Growth
Reduction of child & maternal mortality
Benifits
Protection of girls from HIV, abuse & Exploitation
Improvement of Child nutrition & health
Enhancement of women's economic & political participation

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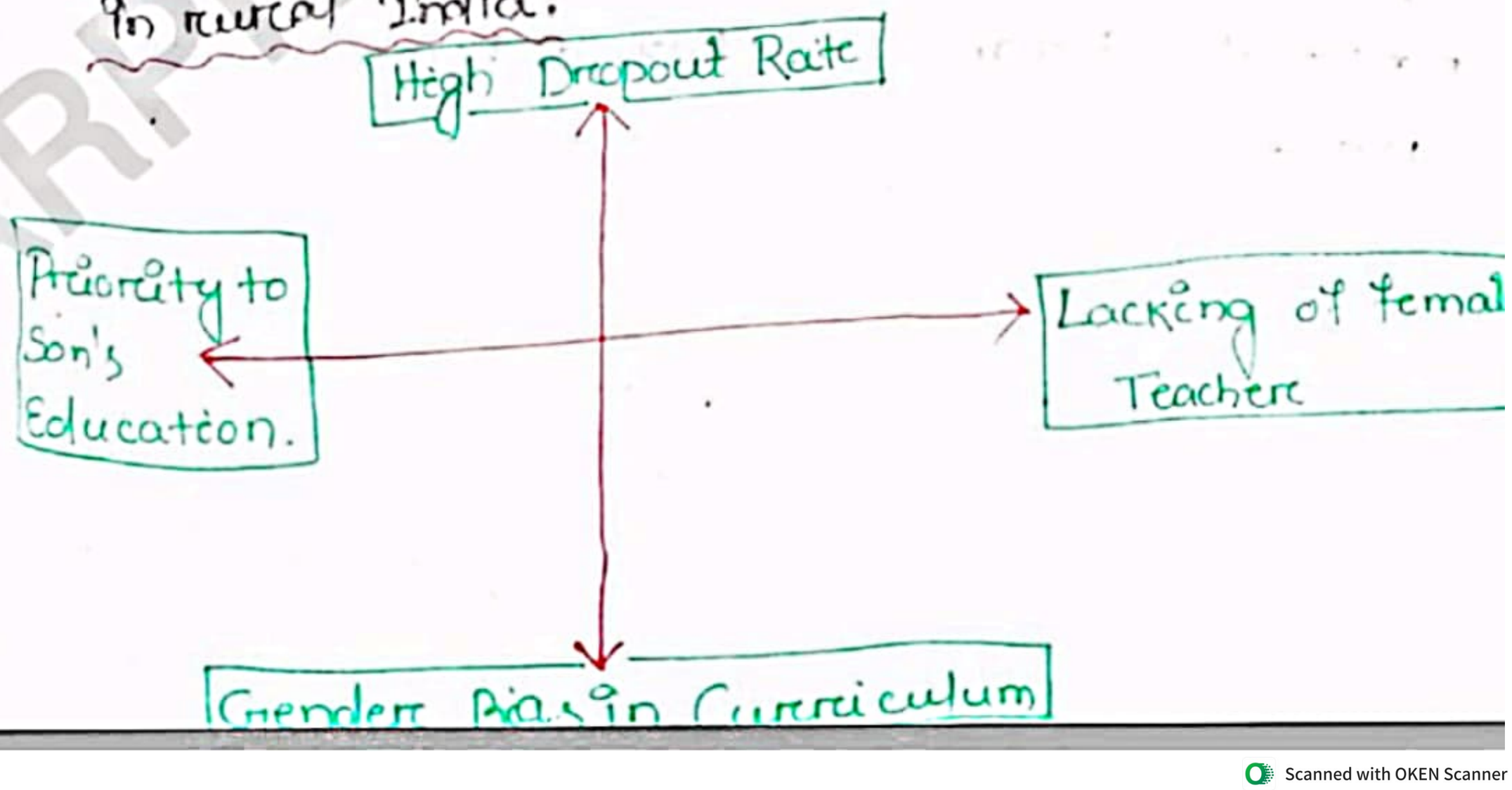
Rural Society in Relation to Girls Education :-

→ Education can transform many aspects to the opportunities
→ In rural India, there is a need to educate the public, particularly mothers about the values of girls
→ Social Beliefs like early marriage are deep rooted
→ There is a fear of educating girls that is related to high dowry charge from groom side. Higher educating girl will not get suitable match.
→ The NPE - 1986 targeted removal of sex stereotyping from school curricula.
→ The National Action plan - 1990s focuses on survival, protection and development of the girl child in India.
→ Special schools for developing skills in nutrition, cooking, sewing, home economics, child development should be set up for girls 12-20 yrs old.
→ Girls continuing education should be ensured by incentives, such as free books and clothes.

→ There are 4 major barriers for girl's education in rural India.



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Urban Societies in Relation to Girls Education

→ The Urban Society is heterogeneous. It is known for its diversity & complexity.

→ The Urban Society is far away from nature & natural environment.

→ The Urban society is a "complex Multi group Society". Mass education is widespread in city.

→ Female literacy rate in Urban society is higher than rural society.

→ The female literacy rate as per census 2011 is highest for Kerala (92%)., followed by Mizoram, Lakshadweep, Tripura & Goa shown the rate higher than 80%.

→ The lowest female literacy rate is 52.7% in Rajasthan.

UP — 59.3%.

Bihar - 53.3%.

→ Kerala have the lowest Infant mortality rate, while Bihar & UP have a high mortality rate.

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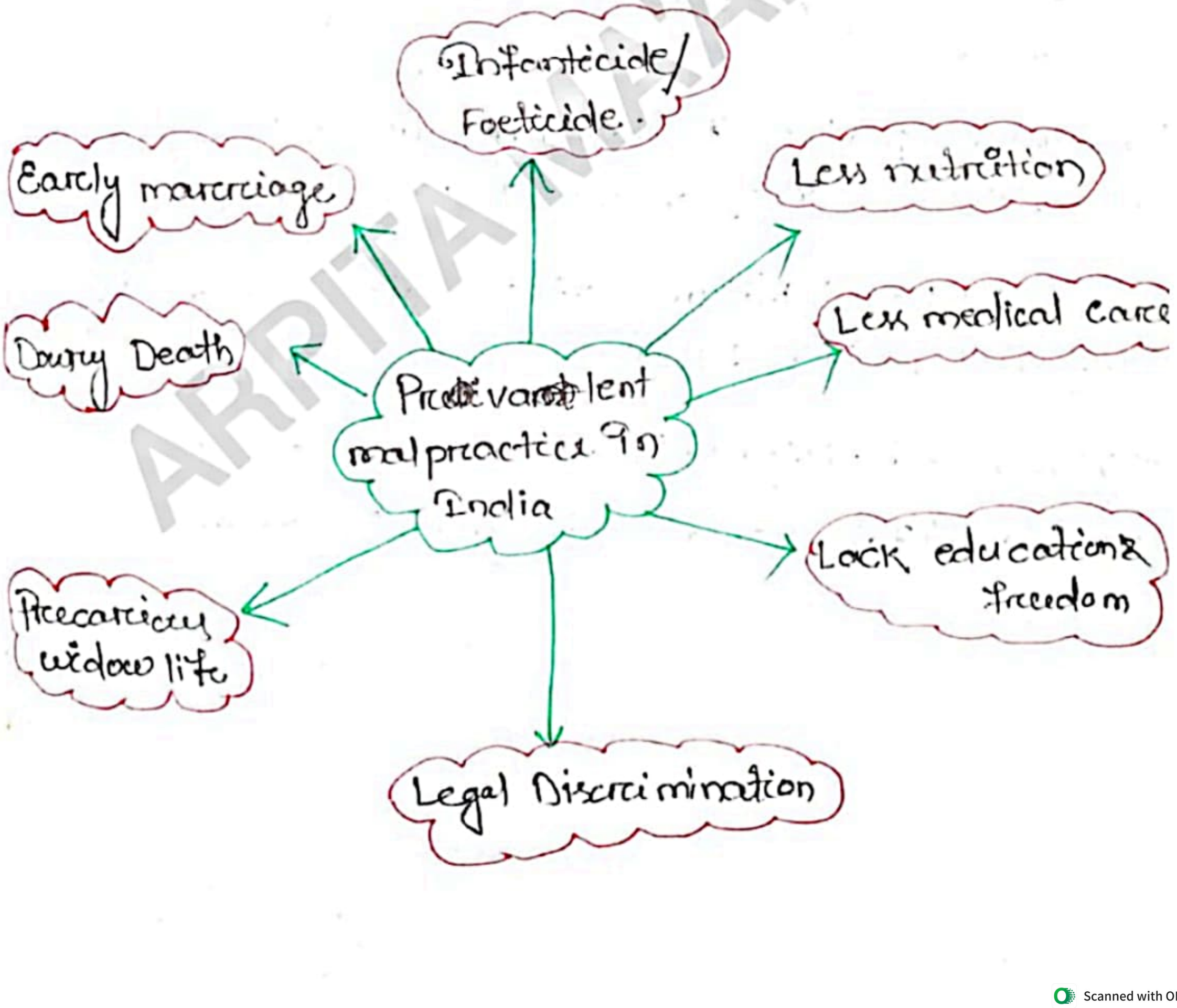
WOMEN AND GIRLS STATUS AT PRESENT IN OUR SOCIETY

(i) Women constitute not only half of the World population they also produce half the world's food supply & account for 60% of the working force but comparing only about 30% of the official labour force., receive benifit of only 10% of the world's economy and surprisingly own less than 1% of the world's real estate.

(ii) They have little access to productive resources & negligible control over family income.

(iii) This is due to gender biased thinking of global society



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WOMEN IN INDIA

A Historical Perspective

(i) This is evident in historical accounts, ancient stories, poetry and narration that women have been viewed as pivot.

(ii) In Vedic age, women enjoyed a privileged status in no way less than male.

(iii) During Islamic period, restriction and reservation in society for women took place.

(iv) This restriction boots few prevalent Hindu thinking such as Sati Practice, Child marriage, measery of widow.

(v) At latest period in history during British rule the satisfaction of women became better.

(vi) Lord Dalhousie, William Bentinck, Raja Ram Mohan Roy M. Gandhi reform the society

(vii) Women participated in Freedom struggle :- Rani Laxmi Bai, Rama Devi, Sarojni Naidu.

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Demographic Status :- (জনসংখ্যাগত)

(i) The Sex ratio is 931 : 1000 in India.

(ii) The ratio is divergent with geographical position and urban/rural locations in each state.

(iii) The life expansion of a man/woman is nearly same. (average variation is 0.9 yr)

(iv) The present estimate is 62 yr. which is constant.

(v) The Average marriage age is 18 for a women since 1981. (Boys 21)

Health & medical Status :-

→ The richest Indian state, Punjab - nutrional status

Normal Nutritional Status - 40% female child
20% male child

moderate mal. nutritional - 35% female child
20% male child.

→ 58% went without medical - Female child.

31% " " = Male child.

→ Mortality of females is always higher than that of males in both rural and urban.

Educational Status :-

→ 62% male literacy
38% female literacy.

→ 0.7% male & 0.5% female literacy increases.

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UNIT-3

Historical Perspectives & changing status of women

① Epic Age :- Kaïkeï

→ 3rd queen of Dasarath (King of Ayodhya)

→ Daughter of Ashwapati

→ Mother of Bharoda.

→ The word Kaikei means belonging to the "Kaikeyas"

→ She was a smart, proficient, beautiful woman.

→ As per Hindu mythology • Kaikei once helped king Dasarath in a war & saved his life.

→ The king of Ayodhya was impressed by her war skills & mesmerised by her beauty and proposed her for marriage.

→ The king Dasarath offered her for any 2 boons. which Kaikei saved for future.

→ But she misutilized the boons, By When Dasaratha decided to make his eldest sons Rama the king of Ayodhya. Kaikei got provoked by Dasi Manthara and asked the kings for the boons.

1. Bharat will be throned as the king
2. Rama will go for a Banvasa.

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The king Bhagiradh kept his promise and the Ram respected his fathers words.

On the other hand when Bharat came to know the matter he refused the opportunity and crushed his mother.

Kaikeyi soon realized the horrible sin she had done and also repented for what she had done.

Satya Bhama

→ Only child of Yadava Chief Satrajit.

→ 2nd wife of Sree Krisha.

→ She was an Avtar of Bhudevi.

→ She was well known for her strong will & tantrum.

The legendary Story of Satyabhama & Narakasura

→ Narakasura was a demon king, who was blessed with the power immortality.

→ He used to trouble Devas & women.

→ He stole Aditi's earring (mother of God).

→ Satyabhama got frustrated and with the permission of his Swami (Lord Krishna) Declared war against the demon.

→ She was excellent but the Demon was more skillfull & tried to hurt Krishna.

→ Satyabhama got furious and fought with him with more strength, before his death he pleaded that his mother, that the day will be celebrated as Diwali

LOPAMUDRA

, wife of sage Agasthya. → Daughter of - King of Vedhar
→ Rig Veda told about her goodness & Intelligene.
→ She was serving his husband but she was not gettir any attention from him.

→ She wrote a hymn of 2 stanzas making an impassioned plea for his attention and love.

→ He soon realized his duties towards his wife.

→ A son was born of them named Dridhasyu. Became a great poet.

Medieval Age :- Rani Laxmi Bai (Manikarnika Tambe)

→ Queen of Jhansi → Freedom warrior

→ Born - 19 nov. 1828 (Varnasi) → Died 18 June 1858 (Gwalior)

→ Spouse - Gangadhar Rao → Children - Damodar Rao

→ Parents - Moropant Tambe & Bhagirathi Devi

Indeed

→ She was one of the first women freedom fighter.

→ Died fighting against British colonial rulers in Gwalior.

→ Nana Sahib and Tatya Tope was alongside with her.

Story

→ Rani Laxmibai Lost Her Husband in 1853, and they did not have a son. Their adopted so was not

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Due to "Doctrin of Lap". (annexation policy)

→ Britishers wanted to annex Jhansi, which was not accepted by Rani Laxmibai.

→ She went against the Britishers and fought to protect her & son's rights.

Born 23 Oct 1778 ← **Rani Chennama** → Died 21 Feb 1829

→ Indian Queen of Kittur, (Karnataka)

→ She led an armed resistance against British East India company in 1824,

→ Her husband (Raja Mallasarja) died leaving her with one son. But Unfortunately, he boy died.

→ She adopted Shivalingappa but he was not permitted to become the king under policy of Paramouncy & complete authority.

→ Chennama defied the order, sent letter to the Governer of Bombey but it was not considered.

→ The British tried to confiscate the treasure and Jewels of Kittur & attacked with a force of 200 men and 4 guns,

→ Rani fough with grace and gave it back to them. 2 British people were taken captured.

→ Later Rani Released them with an understanding that

Father - Dulappa Gowda

→ She became queen of Kittur at the age of 15. after marrying the king.

→ She was famous for 1825 revolt against BEIC

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But Chaplen continued the war with more force and Rani captured & imprisoned by them at Baithangal fort. There she died.

→ This revolt was far before than revolt and written in Indian History with golden letters.

British Age

Born - 24th may 1819

Victoria

→ Died - Jan 22, 1901

→ Largest reigning British monarch

→ Ruling the UK, Great Britain Ireland for 64 yrs.

Queen Victoria empress of India from 1877 - 1901 (Her death)

→ Her father was died. She was inspired by her mother..

→ When King William IV died in June 1837. She became the queen at 18th old age.

→ She worked on the development of industry, building, railways, bridges, underground sewers and power distribution networks.

→ During her period Britain expanded its emperial reach, → Canada → Australia → India → Various region of Africa & South Pacific.

→ During her period British Parliamentary Politics went through a major transition.

→ Her ethics & personality have become synonymous with the era.

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British Queen Elizabeth

→ Born - 21 April (1926)

→ Died - 8 Sept (2022)

→ Became queen - 6th feb (1952)

→ She was the queen of UK & of the CWC until her death.

→ She was the queen of 32 sovereign states during her lifetime.

→ With the out break of WW-II, Elizabeth & her sister stayed out of London.

→ She made her first famous radio broad cast to adress the girls / boys of London who have been evacuated from her homes & families. She was 14 yr old only.

→ She soon started taking on other public duties.

→ She made her first public appearance inspecting the troops in 1942.

→ In 1945 she joined the Auxiliary Territorial Service to help in the ware effort.

→ She was a trained experd drivers & mechanics.

→ This volunteer work lasts for few months and she knows about the non royal world.

→ When Elizabeth became queen, post-ware Britain still had a substantial empire, dominions & dependencies.

→ Elizabeth, as queen, has seen the monarchy come under attack during her lifetime.

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Nur Jahan

→ Wife of Jahangir. (2nd wife)
→ Born - 18 Dec. 1577 (Afganistan)
→ Died - 17 dec. 1645 (Lahore)
→ Total children - 4/6
→ Burial - Tomb of Nur Jahan. (Lahore)

→ She was known for utilizing her skills in administration, politics, economics & culture.

→ She was born into an aristocratic (ধনী) family who had immigrated to India.

→ She was married to a soldier (Persian) at the age of 16 and gave birth to a girl child named Laolli.

→ Then her husband died.

→ Once she came to Jahangir's Court and The Mughal king lost himself on her beauty. He married her within 2 months.

→ He first gave her the title Nur Mahal which was changed in 1616 to Nur Jahan (Light of the world)

→ Nur Jahan was ruling the Empire because Jahangir was addicted with drugs & alcohol.

→ She was working with trusted male members because that time female face appearance was not acceptable in the court.

→ She was known for he excellent administration, asthetic & cultural skill etc.

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→ She made many buildings and Bathing places for travellers.

→ She supported fine arts. The and culture reach the pick during her period.

Sushma Swaraj

→ Born - 14 Feb 1952 (Ambala)

→ Died - 6 aug 2019 (New Delhi - AIIMS)

→ She was the Minister of External Affairs of India (2014-2019)

→ Spouse - Swaraj Kaushal

→ children - Bansuri Swaraj

→ Part of - BJP

→ She was served as 5th Chief minister of Delhi for a brief term in 1998.

→ At the age of 25 in 1977, she became the youngest cabinet minister of Haryana.

→ She began here political carrier with Akhil Bharatiya Vidyarthi Parishad in 1970s

State Level Politics

- member of the Haryana Legislative Assembly
  - → 1977 - 1982.
  - → 1987 - 1990 (again)
  - (Education minister)

Chief Ministers of Delhi

→ Elected to 12th Lok Sabha from South Delhi

→ Under the Vajpayee Govt. she was the minister for Information & Broadcasting / ministry of Telecommunication from 19 march 1998 to 12 oct 1998.

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UNION Health Minister

→ She was Minister of Health, Family welfare and Parliamentary Affairs from Jan 2003 until May 2004.

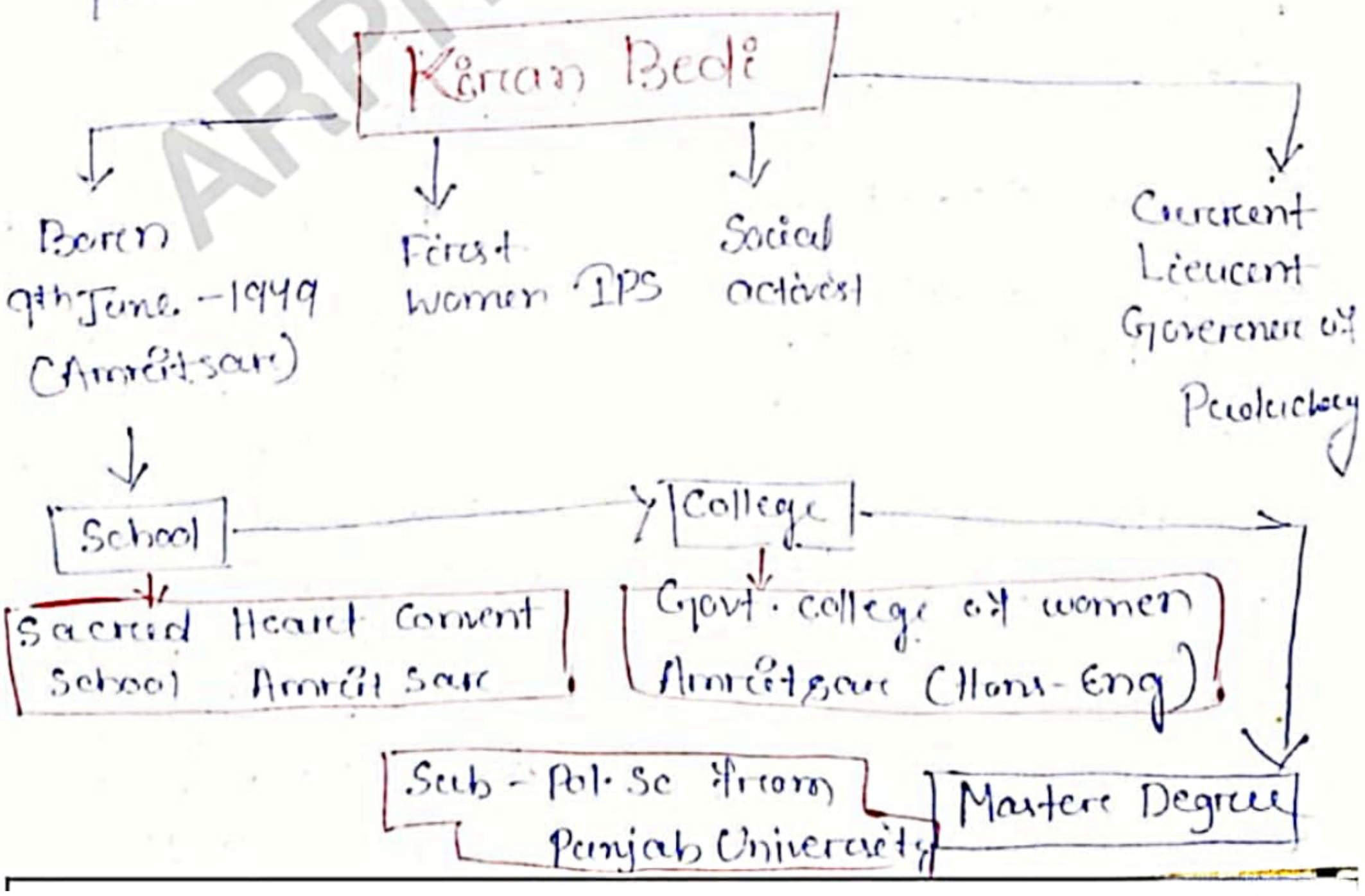
→ As Union Health minister, she set up AIIMS

BBSR - Odisha
Jodhpur - Rajastan
Patna - Bihar
Raipur - Chhattisgarh
Rishikesh - Uttarakhand
Bhopal - MP

External Affair Minister

→ She become external affair minister under PM Narendra Modi (2014).

→ She was the 2nd position after IG to hold this position.



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→ She was a former tennis player, She won the all - India & All - Asian tennis championship when she was 22.

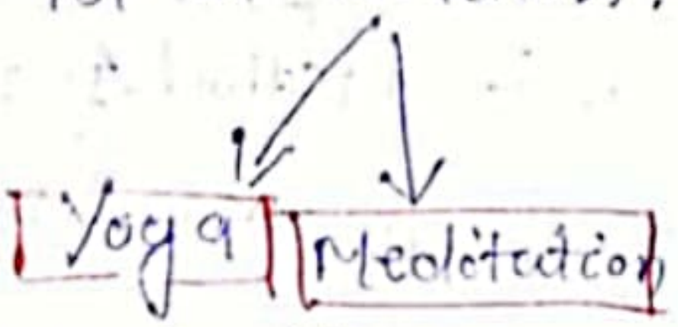
→ She Obtained LLB & PhD. (IIT Delhi)

→ She joined as IPS in 1972. She served the Traffic commissioner of New Delhi, Deputy General of police, mizoram.

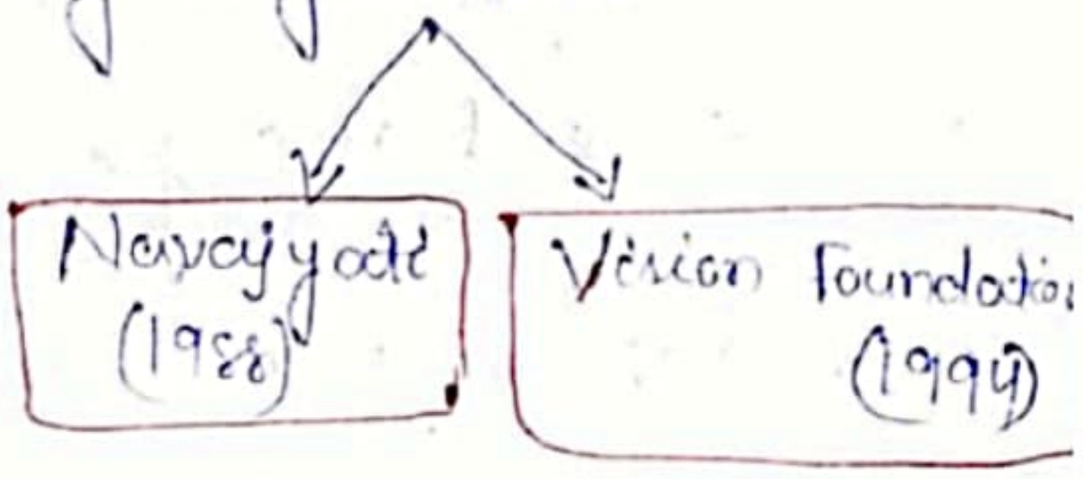
→ She was the Lieutenant Governors of Chandigarh & Director general of Narcotic & Control Bureau.

→ She called as Crane Bedi: Because she dragged the car of PM Indira Gandhi due to violation of parking rule.

→ During her tenure as the Inspector General of Tehar Jail she brought lot of reforms.



→ She laid Two Voluntary organizations



→ She Brough a world wide recognization.

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Kalpana Chawla

→ Born - 1st July 1961. (Karnal)

→ Died - 1st Feb 2003. (Accident) - Spacemission.

→ Parents - Banarasi Lal Chawla, Sanjyothi Chawla

→ Spouse - Jean - Pierre Harrison (1983)

→ Education School - Tagore Public School.

College - Punjab Engineering College (1982)

(Aeronautical Engineering)

→ She completed her M.S in Aerospace Engineering from the University of Texas in Arlington. (1984)

→ She obtained a Ph.D in the same subject from the University of Colorado at Boulder (1988)

→ Owing to her multiple degrees in Aerospace, she got a job in NASA as a Vice President of the Overset Method Inc. in 1993.

→ She was extensively involved in computational fluid dynamics reasearch on Vertical/Short Take off & landing.

→ In 1998 she was selected for he first mission.

→ She had the privilage of Journeying as far as 10.4 million km.

→ In 2000, she was again assigned on her 2nd flight mission as a part of Flight STS-107.

→ This delayed the project untill 2003.

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→ It was on Feb 1st 2003 that space shuttle collapsed when it re-entered the Earth's atmosphere.

→ The unfortunate event ended the lives of 7 crew members including Kalpana Chawla.

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UNIT-4

Legal Issues Of Gender

→ Women's rights around the world is an important indicator to understand global well-being.

→ Women's rights is the fight for the idea that women should have equal rights with men.

Women right movement - 19th century
Feminist movement - 20th Century

Economic Rights :-

1. Right to own or dispose of property
2. Right to equal guardianship of children during marriage
3. Right to child custody after divorce or widowhood.
4. Basic civil freedom.
5. Freedom of religious adoration.
6. Freedom of change nationality.
7. Free Speech.

Social and Cultural Rights :-

1. Choice to dress
2. Education - Basic & Higher Education., Sports.
3. Treatment within the military : roles, promotion, &tc.
4. Safety from sexual mistreatment
5. Choice of profession.
6. Choice of marriage.
7. Freedom of religion

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Political Rights :-

1. Freedom to participate in any political sphere,
2. Freedom to voice & voting.
3. Running funds to serve political offices or parties.
4. Stand in Election as a leader candidate.

Article - 15 - 1 → No Sexual Discrimination in State.

Article - 15 - 3 → Affirmitive discrimination in favour o women.

Article. - 16 - 2 → No discrimination for any employment, or office under the state on the ground of Sex.

Article. - 23 - 1 → Traffic in human beings and forced labours are prohibited.

Article. 39(a) → The state to secure for men and women equally the right to an adequate means of livelihood.

Article 39(d) → That state to sequre equal pay for equal work for both Indian men and women.

LEGAL PROVISION

Some Facts which have special provisions to safeguar women and their intrests are.

(I) The Hindu Marriage Act 1955.
(II) The Family Court Act 1954
(III) Immoral Traffic Act 1956
(IV) Dowry prohibition Act 1961
(V) Commission of Sati (Prevention)
(VI) The Prohibition of Chil marriage Act - 2006
(VII) The Equal Remuneration Act - 1976.

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Special Initiatives For Women

(1) National Commission for Women :-

A Statutory Body set-up in Jan. 1992.

→ This aim to monitor matters relating to the legal & constitutional safeguards of women's right.

→ Modification if needed.

(2) Reservation for Women in Local Self-Govt

→ In 1992, The '73rd constitutional amendment act passed.

→ 1/3 of total seat reserved for women in local bodies whether in rural or urban areas.

(3) The National Plan of Action for the Girl Child

→ The plan of Action is to ensure survival, protection and development of girl child.

→ This aim to ensure a better future for girls.

(4) National Policy for the Empowerment of Women 2001

• The department of Women & Child development in MHRD has prepared a National policy.

→ The goal is to bring about the advancement development & empowerment of women.

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EQUALITY OF SEXES

There are 4 main dimentions of gender Equal

① Equality To Access :-

→ Girls and boys should get equal opperturnity to gain admission to formal, non-formal or alternative approaches to basic Education.

→ Establish School in closer distance, safty, parent awareness, school environment will increase the attaindance & retaintion of students.

(2) Equality in the Learning process :-

→ This means both the girls and boys will get equitabl attaintion and treatment in school / from teacher in the learning proces.

→ The TLM, Methods and activities will be freem from genderc stereotypes.

→ Traind teacherc, text book, curricculums admins takes vital role.

3) Equality of Educational Outcomes

→ Girls and boys enjoys equal opperctunities to achie and outcomes are based on their individual talents.

→ This implies that carreer opperctuitity to both boys & girls.

→ Assessment test, various quesition types, Train teacher & exciting tests must be used.

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④ Equality of External Results

→ Equality of external results occures when the status of men and women, their access to goods and resources, and their ability to contribute to participate in and benifit from economic, and their social, cultural and political activities are equal.

EDUCATION, and Division of Labour - Home School, Society, Work Place

Division of Labour → The splitting of task among different people and group is called division of labour.

→ The concept was popularised by Adam Smith in an Inquary into the nature and causes of the wealth of nation (1776).

The Various Advantages of Division of labour

1. Right person in the right job
2. Greater Efficiency
3. Better Quality of Work
4. Saving time
5. Economies of large Scale Production
6. Learning period - Less
7. Inventions and Innovations
8. Less Strain
9. Wider Market
10. Benefits to Society

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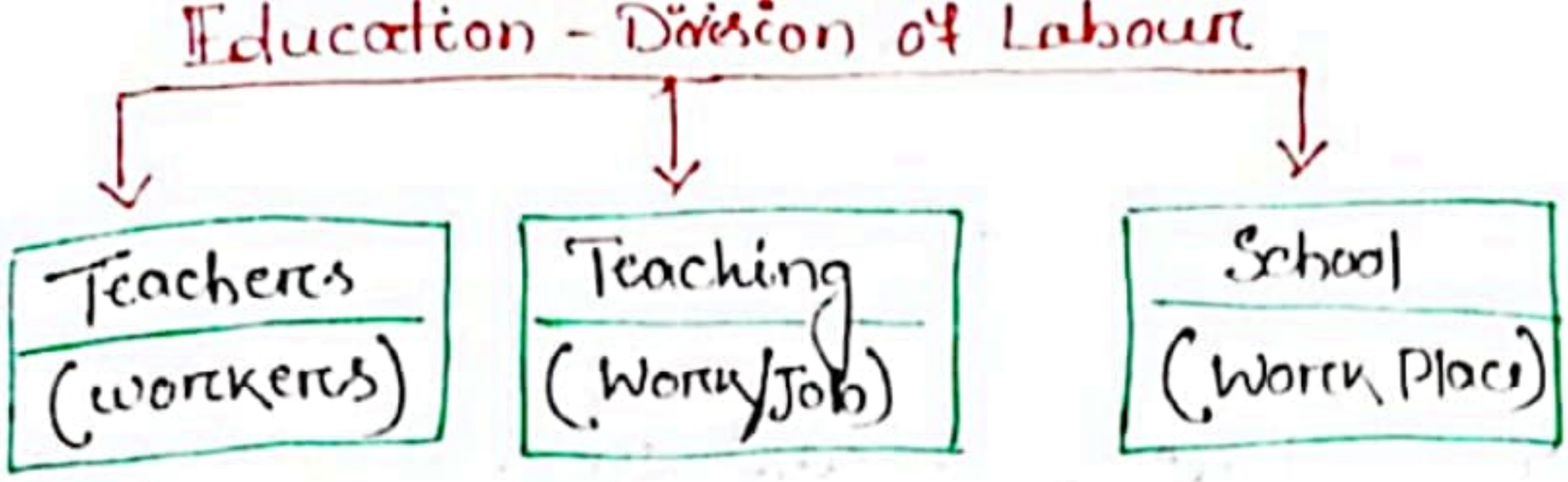

Responsibility of principal :-

1. The detailed organization of the school.
2. The development of the instructional program.
3. The assignment of duties to and the supervision of members of his staff.
4. The general operation of the school facility.

Power of the Principal :-

1. Leadership and Climate
2. School Organization and Staffing
3. School Student control or Supervision
4. Staff supervision and Evaluation
5. Student Evaluation and Reporting
6. Communication and Public Relations
7. Budgeting and Buying

The Workload of Teachers is divided in the following manner :-

Job of the Science Teacher :-

→ Give project work, evaluate it & give feedback.
→ Make best use of Science lab, library, models etc
→ Encourage & motivate students to participate

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Teachers have Roles and responsibility for classroom manage-ment

→ Preparing lesson plans, teaching classes and evaluating student progress.

→ Motivate the children.

→ Develope & use the relevant teaching aids.

→ Different and inovative methods and techniques.

→ Link the Thoarish knowledge with outside the classroom.

→ Maintain cleanliness & discipline.

→ Running extracurricular activing.

→ Teacher should worm like a facilitator or mentor.

Roll of the Counsellors

→ Organize carrier melar, exhibition - Counselling camps in school.

→ Listen students careifully and advice them.

→ Identify gifted, slow learners, under-achievers etc.

→ Discussion relevant topic for appropriate age group of the learners.

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Role of the Lab Assistant

→ Take care of the lab instrument.

→ Take care of student's safety

→ Maintain the register.

→ Prepare salt solution, specimen and set apparatus.

→ Help the science teacher in lab work.

Other Non-Teaching Staff :-

→ The kitchen team will prepare healthy food & maintain hygine.

→ The maintainance ~~team~~ team will maintain the ground and building.

→ The administration and management will deal with the document related work.

Other medical and nursing staff will do their duty.

Education & Division of labour - Society

"A community is a social group with some degree of well feeling and with definite human boundaries'

According to Coon & Coon - Community is an Organized way of life within a geographic area.

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A community is a groups of families, settled in a village or a town and bound together with more or less common practices, ideas, values & culture.

(1) Blacksmith
(2) Priest
(3) Farmer
(4) Soldier
(5) Goldsmith
(6) Electrician
(7) Plumber
(8) Craft-man
(9) Fisherman
(10) Shopkeeper
(11) Weaver
(12) Teacher.

The social organizations, on the other hand help the individual progress and social progress.

(1) Temples or other religious places.
(2) School
(3) Hospital
(4) Tourist visiting famous places.

There are diversified group of young & old, male & female, skilled people and not skil people.

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Education and division of labour - FAMILY

→ The family is an activity agency that provide interaction among the participants.

→ Good qualities like co-oprations, fellow-feeling, love, empathy, compassion, adaptability develope from family.

(1) Parents (2) Grand Parents (3) Sibling
(4) Cousions (5) Relatives (Uncle / Aunty).

(I) Parents should communicate regularly with child's teacher.

(II) Make surce that the child is completing the H.W.

(III) Recognize & encourage child's academic achievement

(IV) Communicate with the child regularly.

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UNIT-5 Gender And Education

Educational Provisions Specially meant for Girls

Girls are not a subclass and their education is very important.

→ As a result government has introduced many important strategies like "Five Year plan" to achive literacy level by providing free and compulsory education to all children.

Below are given constitutional Provisions on Education

① Article 45 of the Directive principles of State Policy, that, "The state shall endavayour to provide within a period of 10 yrs from the commencement of this constitution, for free & compulsory education for all children until they complete the age of 14 yrs."

- The free & compulsory education is the joint venture of state & centre.

② RTE enacted on 4 August 2009, describes the modalities of free & compulsory education for Children between 6 to 14 (Article 21A)

③ India became one of 135 countries to make education fundamental right of every child when the act came into force on 1 April 2010.

④ Article 15(1) – Provides that the states shall not discriminate any citizen on groups only of sex.

⑤ Article 15(3) – Reads Nothing in this article shall prevent the state from making any special provision for women and children.

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→ National Policy on education.

→ POA - Programme of Action.

--→ Radhakrishnan Commission, Mudlier Commission, Kothari commission.

There are five main challenges we identify that make it difficult for girls to access education.

① The cost of Education

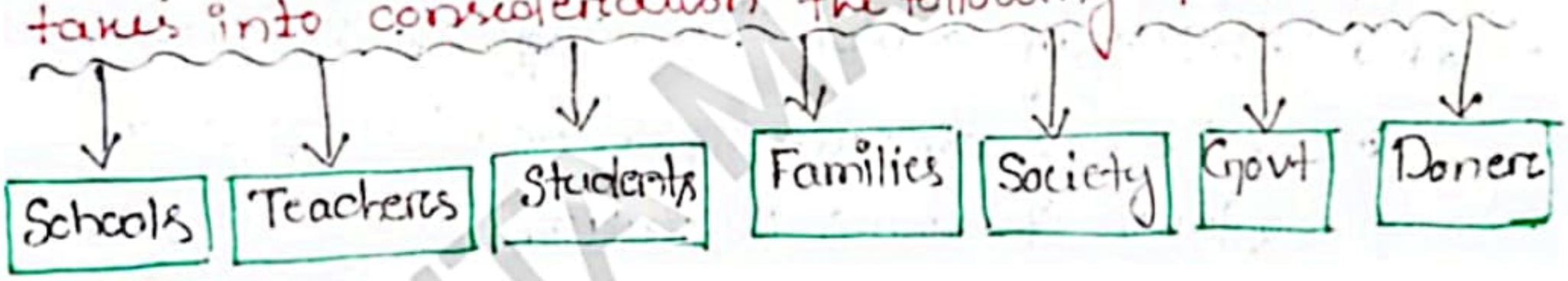
② Poor school environment

③ The weak position of women in society

④ Conflict.

⑤ Social exclusion.

Essential elements of quality education for girls takes into consideration the following factors:-



Supporting Women's empowerment & demand for girl's education in India.

① SSA - 2001 - Elementary Education

- Sarva Siksha Aviyan.

② RMSA - 2009 - Secondary Education

- Rastriya Madhyamina Siksha Aviyan

③ RUSA - 2013 - Higher Education

- Rastriya Uchattar Siksha Aviyan.

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Strategies within the classroom that act as educational Provisions specially meant for girls include:

① Recruiting and training teachers who are sensitive to gender and child rights and paying them a regular living wage.....

② Promoting Health in schools.

③ Promoting sports in schools.

④ Eliminating gender bias from textbook & learning material.

⑤ Teaching in local language.

⑥ Gathering gender-specific statistics.

⑦ Providing early childhood programmes.

⑧ Making sure girls & boys are safe.

⑨ Locating schools closer to children's home

⑩ Supplying safe water & latrines

Emerging Trends In the Field OF GIRLS EDUCATION - RESERVATIONS

① KGBV: Kasturaba Gandhi Balika Vidyalaya.

→ The KGBV are residental upper primary schools for girls from SC, ST, OBC & muslim community.

→ During 2012-13 the targetted enrolment of 373,000 girls.

→ This is being implemented in 27 states & UTs.

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(2) SSA (Sarva Shiksha Abhiyan) (2001)

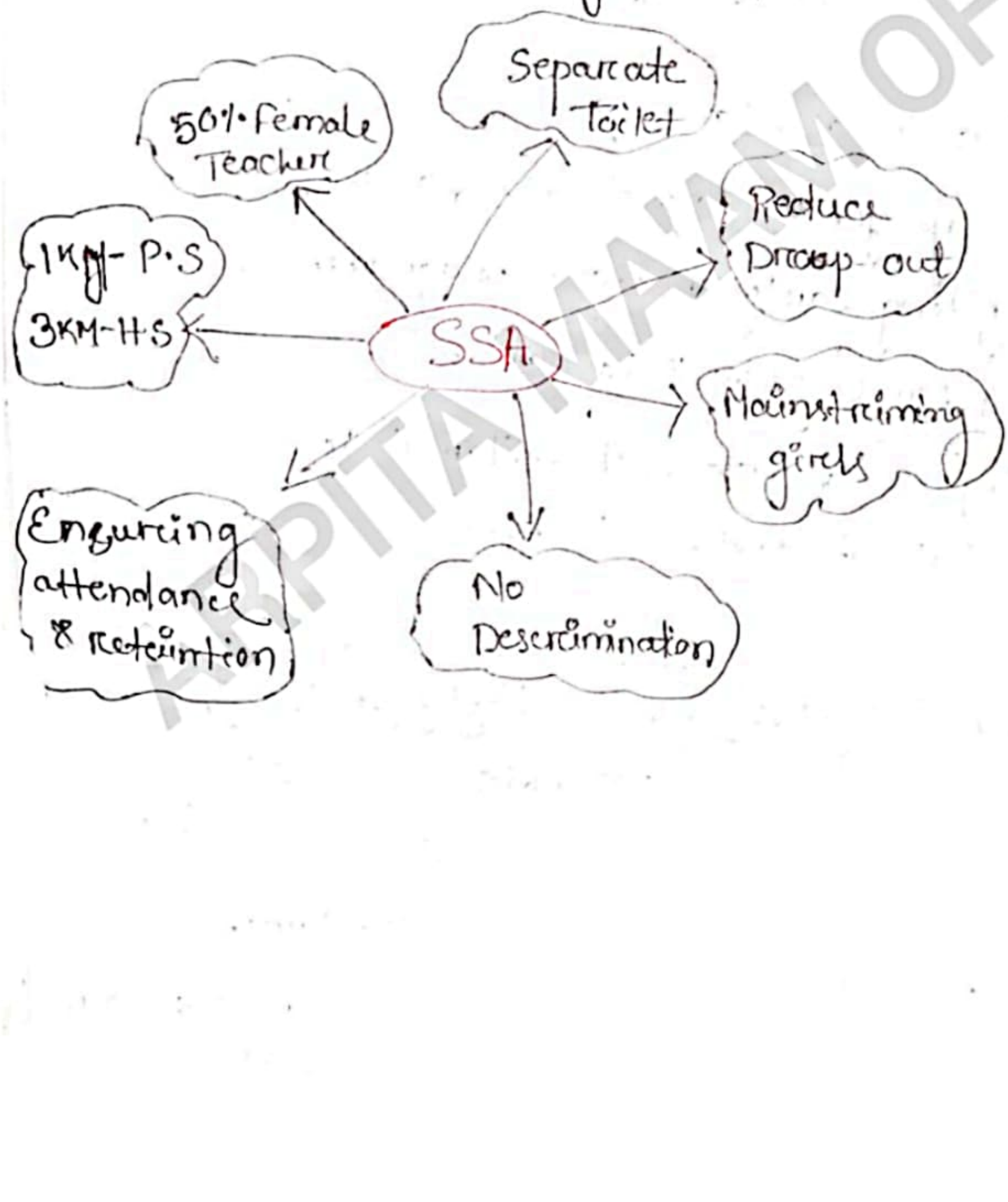
(i) All 6-14 age children in school. (2003)

(ii) Every child will complete 5 yrs of primary Education by the yr. 2007.

ii) Every child will complete 8 yrs of schooling by the yeare 2010).

(iv) Elementary Education on satisfactory quality.

(v) Universal retention by 2010.



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③ National Programme for Girls Education at Elementary Level (NPEGEL)

(i) The NPEGEL launched in 2003 is implemented in Educationally Backward Blocks (EBB). This addresses the needs of girls who are 'in' and 'out' of school.

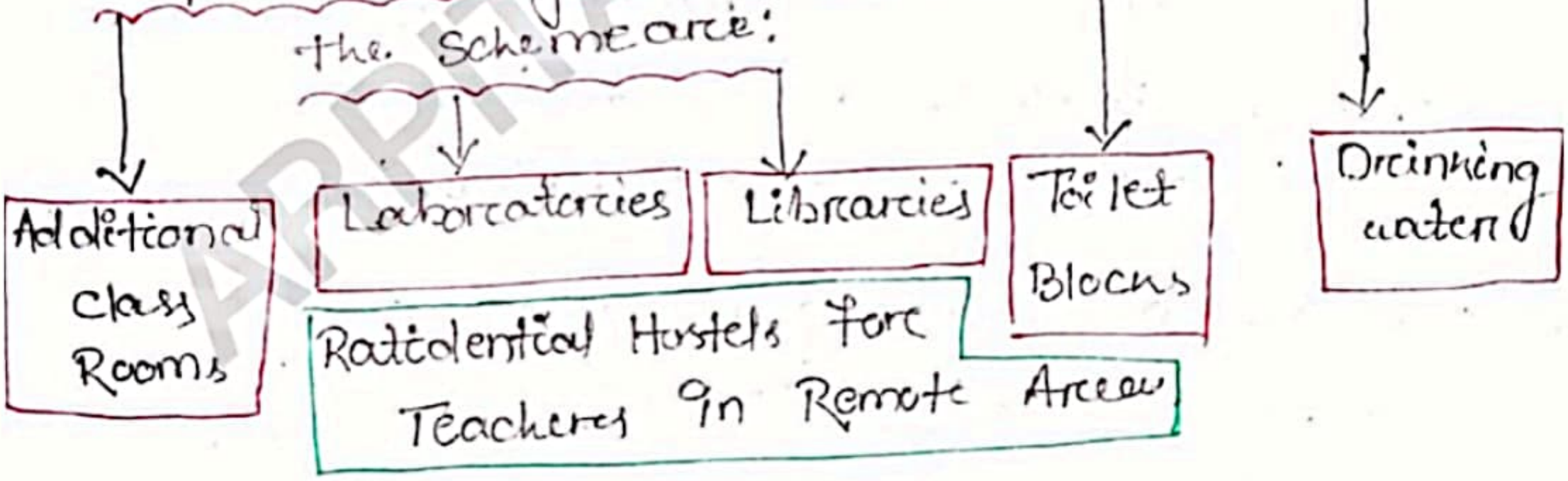
(ii) This emphasises the responsibility of teachers to recognize such girls and special attention to prevent dropping out.

④ Rashtriya Madhyamik Sikhsha Abhiyan (RMSA) (2009)

(i) The implementation of the scheme started from 2009-10.

(ii) It is envisaged to achive an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage of implementation of the scheme.

Important Physical Facilities provided under the Scheme are:



⑤ Janshala Programme :-

(i) Janshala Programme is collaborative effort of the Govt. of India & 5 UN agencies - UNDP, UNICEF, UNESCO, ILO & UNFPE to provide programme support to the ongoing efforts achiving UEE.

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→ This is a community based primary educating programme, especially for girls, SC/ST & minority, deprived communities, children with specific needs.

(6) Kendriya Vidyalays (KVs)

→ 15% and 7.5% seats are reserved for SCs & STs respectively in freshid admissions.

(7) Navodaya Vidyalayas (NVs)

Reservation will be provided to the Children of SCs and STs in proportion to their population in the concerned district provided that such no. of restriction.

(8) Minority Education :-

→ The NPE (1986) updated in 1992, which pays more attention towards minority Education.

→ POA is a scheme of Area Intensive Programme for Educationally Backword minority.

→ This emphasize on financial assistance for Madrasa Education (1993-94).

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Women Empowerment Through Girl's Education

Importance Of Women's Empowerment

(1) Under-employed and unemployed.

(2) Equally competent and intelligent.

(3) Talented

(4) Overall development of Society

(5) Economic Benifits

(6) Reduction in domestic violence

(7) Reduction in curruption

(8) Reduce proverty.

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Indira Gandhi

Indira Gandhi was one of the most charismatic leader of Mordern India, whose ideas and activities touched different spheres of India's Public life and left important on world's affairs, expecily the non-aligment movement. She was very fornave leoly. Who faced many challenges during her tenure. She was the prime minister of over fifteen-and-half years.

She was Born on 19 Nov. 1917 at Allahbad to Pandit Jawaharlal Nehru & Kamala Nehru. Indira Priyadarshini was educated at VisvaBharati University and Oxford & became involved in political life almost from child hood.

In 1942 Indira Married to Feroze Khan. She became a member of the congress working committee in 1995 and elected president in 1959. She became a member of cabinet of LaL Bahadur Sastri as Minister for Information. In 1966 on the sudden demise of Shastriji she became the PM.

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Indira Gandhi strengthened the democratic structure and tradition of India. She had tremendous influence on the masses. Among the major achivement of IndiraGandhi as PM ware. India's role during the liberation of 1971 ures againt Pakistan. She gave direction to India's economy to reach the declared objectives of democratic socialism and greater social justice. for weaker sective. It was under her leadership the singing of Shimla pact with pakistani Premier. Z.A.B Mutto and the singing of Indo-Soviet Treaty of peace. friendship and co-opration took place. She nationalised Banks, abolished priny purse of Maharajas and conducted the forst nucleern test at Pokhran. The imposition of emergency rule in 1975 proved to be a major mistaue that she realised later.

Indira Gandhi passed into history when she fell to assassin's bullets on 31 oct 1989 at her residence. These assassins were none other than her own security men. As a mark of respect to the departed leaders her birthday is observed as National Integration Day.